

Knowledge Organiser

Year 7 Autumn 1 2025

Create Your Future



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Team GB cyclist



"Have a dream and pursue it with everything you've got. Don't let anyone or anything get in the way of your goal and happiness"

Name:

Tutor Group:

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Science, PE and Technology are on a rotation so have multiple pages in this booklet.
Your teacher will direct you to the appropriate pages when setting work.

Timetable

Week 1	1	2	3	Lunch extra-curricular club	4	5	After school extra-curricular club
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Week 2	1	2	3	Lunch extra-curricular club	4	5	After school extra-curricular club
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

In Class Expectations



Out of Class Expectations




Attendance and Punctuality

Being in school and being on time is crucial for success and preparing for the future.

Lost learning can lead to additional anxiety and pressure to catch up work and risks the student falling even further behind.

Create Your Future



100%
OUR TARGET FOR ALL STUDENTS

97%
6 DAYS ABSENCE
30 HOURS LOST LEARNING
EXCELLENT OR GOOD ATTENDANCE
BEST CHANCE OF ACADEMIC SUCCESS

95%
10 DAYS ABSENCE
50 HOURS LOST LEARNING
WORRYING
AT RISK OF MAKING IT HARDER TO PROGRESS

90%
19 DAYS ABSENCE
95 HOURS LOST LEARNING
CONCERN
LESS CHANCE OF SUCCESS
AND SIGNIFICANTLY REDUCES LEARNING

BE PRESENT
BE PUNCTUAL

THERE ARE 175 NON-SCHOOL DAYS DURING THE YEAR TO SPEND ON FAMILY TIME, VISITS, HOLIDAYS, SHOPPING, HOUSEHOLD JOBS AND OTHER APPOINTMENTS

DAYS OFF SCHOOL ADD UP TO LOST LEARNING

BE BELPER

Attendance

- 90% attendance is half a day missed every week
- 90% attendance in one school year is 4 whole weeks of lessons (100 lessons) missed in that year.
- 90% attendance over 5 years of secondary school is half a year of school missed.
- Evidence suggests that, on average, every 17 days of school missed by a student equates to a drop of 1 GCSE grade.

Punctuality

- 10 minutes late each day = 50 minutes of lessons missed each week
- 10 minutes late each day = 2000 minutes (33.3 hours, 5.5 days) every academic year
- 10000 minutes (166.5 hours, 27.5 days) of missed learning from year 7 to year 11.

“Everyday you show up, you’re investing in your future self. Don’t underestimate the power of attendance.”

Attendance this half term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8

Guided Reading Tracker

Date	Title and author	Summary of reading (+interesting or new vocabulary learned)	Signed:	

As part of your library lessons, you are expected to complete **at least 20 minutes** of reading once a fortnight.

To track your reading, you need to complete a row of the table before each library lesson to show details of the book you have read.

Your table also needs to be signed by someone who has witnessed you reading. This will most likely be a parent/guardian but it can alternatively be signed by your tutor, classroom teacher, buddy reader, TA or Sarah in the library.



Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Narrative perspective	The point of view that the story is told from. It might be internal to a specific character or an external narrator
Characteristics	The features and elements that make a character unique
Extended noun phrase	When more than one adjective is used to give detail about a noun
Olfactory imagery	A picture created using sense of smell
Auditory imagery	A visual picture created using sense of sound
Tier 2 vocabulary	Definition
Odyssey (n)	An epic journey, spanning time and place
Genesis (n)	The origin of something, e.g. 'this tale had its genesis in chaos'
Myth (n)	An ancient story explaining the early history of a social group
Infer (v)	To make an educated guess about something based on evidence
Moral (n)	A lesson that teaches the difference between right and wrong

Section 2: New Key Skills/Strategies

Using CPEAT to answer questions

Connective

Organise your ideas by using Firstly...Moreover...Additionally...

Point

Using the words of the question you make a **point** to answer it

Evidence

You choose some words from the text to prove your point

Analyse

You **analyse** how the words that you’ve chosen prove the point that you’ve made and what the impact could be on the reader

Think

Example

How does the writer present Orpheus’s feelings towards Eurydice?

(P) The writer presents Orpheus’s feeling towards Eurydice as loving.

(E) When Eurydice is killed, the story says that Orpheus’s “grief was overwhelming.”

(AT) Overwhelming suggests that it took over every part of this life and he couldn’t think of anything else which shows how much he loved Eurydice.

Thesis Statements

A thesis statement lays out what you think about the question so that the person reading your answer understands what you are arguing.

There are 5 steps to writing a thesis statement:

1. Where?

2. Who/What?

3. ‘presented as’

4. Adjective/phrase

5. ‘because’

Did Prometheus’ crime deserve this punishment?

In Prometheus’s case, stealing the fire to help humans is presented as a kind act because they were suffering.

Section 3: New Knowledge

Myth Origins	Creation	Hero	Monster	Underworld
Greek	Prometheus created the first humans from mud and clay.	Odysseus went on an epic journey	Cerberus guards the entrance to hell.	Hades is God of the Underworld, guarded by Cerberus
Norse	Yggdrasil is the tree of life that connects all realms of existence.	Was immortal except for one type of wood, and was tricked by Loki into his death...	Fenrir was a giant wolf who was kept in chains.	Helheim is a cold and dark version of Hell, ruled by Hel.
China	A giant cosmic egg contained the universe, and from it emerged life and balance (ying+yang).	Hao Mulan - female warrior that joined the army to spare her father.	Yaoguai - supernatural monsters that trick humans...	Diyu - a realm where souls are judged before reincarnation.

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Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Integer	A whole number
Index	Also known as 'exponent' or 'power'. It is a number, positioned above and to the right of another (the base), indicating repeated multiplication when it is a positive integer
Exponent	Also known as 'index' or 'power'. It is a number, positioned above and to the right of another (the base), indicating repeated multiplication when it is a positive integer
Place value	Relating to base 10. The number of tenths, hundredths, thousandths etc are represented as digits following a decimal point

Tier 2 vocabulary

Tier 2 vocabulary	Definition
Equal	The same in value or quantity
Fraction	A number that represents part of a whole
Greater than	Greater than can be defined as an inequality used to compare two or more numbers, quantities or values. It is used when a quantity or number is bigger or larger than the second or rest quantities or numbers
Less than	Less than can be defined as an inequality used to compare two or more numbers, quantities or values. It is used when a quantity or number is smaller than the second or rest quantities or numbers

Maths watch revision QR codes



Section 2: Knowledge/Skills

Place value column headings

hundred millions	ten millions	millions	hundred thousands	ten thousands	thousands	hundreds	tens	units	• decimal	tenths	hundredths	thousandths	ten thousandths

In words	One-tenth	One-hundredth	One-thousandth	One-ten thousandth
As a fraction	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$	$\frac{1}{10000}$
As a decimal	0.1	0.01	0.001	0.0001
As a power of 10	10^{-1}	10^{-2}	10^{-3}	10^{-4}

Examples

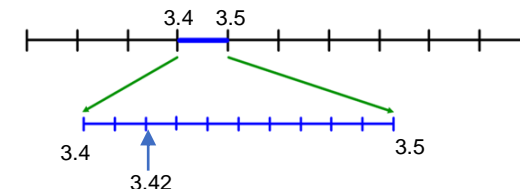
- a) What is the value of 3 in the number 536?
Answer: 3 tens or 30
- b) What is the value of 2 in the number 543.21?
Answer: $\frac{2}{10}$ or 2 tenths
- c) What is the value of 9 in the number 0.09?
Answer: $\frac{9}{100}$ or 9 hundredths
- d) What is the value of 7 in the number 732209?
Answer: 7 hundred thousand

Section 3

Ordering values using $<$, $>$

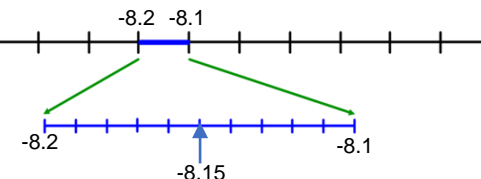
Example

Order 3.5, 3.4, 3.42 using inequality symbols. Show your reasoning on the number line


So, $3.4 < 3.42 < 3.5$

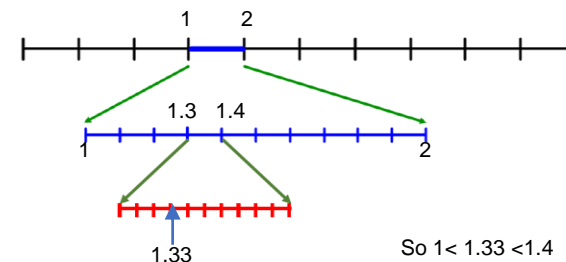
Example

Order -8.1, -8.15, -8.2 using inequality symbols. Show your reasoning on the number line


So $-8.2 < -8.15 < -8.1$

Example

Order 1.33, 1 and 1.4 using inequality symbols. Show your reasoning on the number line.


So $1 < 1.33 < 1.4$

Section 1: Key Vocabulary

Tier 3 vocabulary Definition

Associative Whatever way the numbers are grouped has no impact on the final answer. Addition and multiplication are both associative. Subtraction and division are not

Commutative Operators gives the same result whatever the order of the quantities involved. Addition and multiplication are both commutative. Subtraction and division are not

Distributive The property whereby multiplying the sum of two or more addends by a number will give the same result as multiplying each addend individually by the number and then adding the products together

Multiplicative identity An identity is a number such that when another number is combined with it (using a given operation) it does not change that number. So the multiplicative identity is 1. This is the same for division

Additive identity An identity is a number such that when another number is combined with it (using a given operation) it does not change that number. So the additive identity is 0. This is the same for subtraction

Addend Eg
3 + 5 = 8 both 3 and 5 are addends

Tier 2 vocabulary Definition

Sum The result after an addition

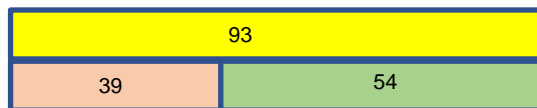
Total The result after an addition

Product The result after a multiplication

Maths watch revision links



Section 2



How many different calculations can you write for this bar diagram?

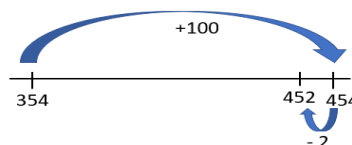
Answer

$$39 + 54 = 93 \quad 93 - 54 = 39 \quad 93 - 39 = 54$$

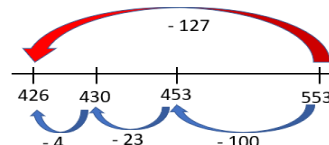
$$93 - 39 - 54 = 0 \quad 54 + 39 = 93$$

Mental strategies

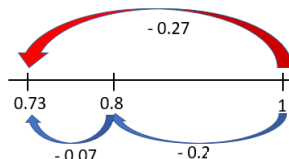
Consider the calculation $354 + 98$



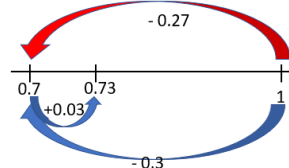
Consider the calculation $553 - 127$



Consider the calculation $1 - 0.27$



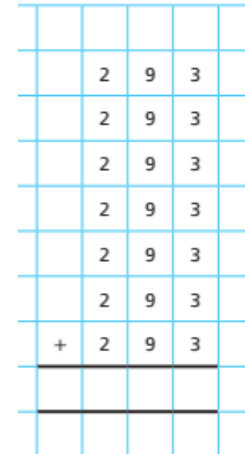
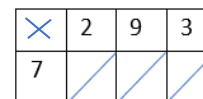
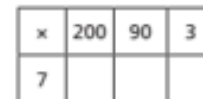
Or a different way...



Section 3

Multiplication

Here are three different ways to do the calculation 293×7



Division

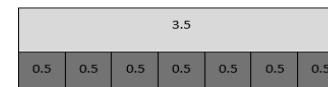


$$350 \div 7 = 50$$

$$50 \times 7 = 350$$

$$35 \div 7 = 5$$

$$5 \times 7 = 35$$

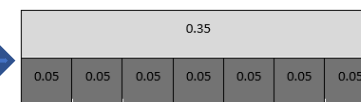


$$3.5 \div 7 = 0.5$$

$$0.5 \times 7 = 3.5$$

$$0.35 \div 7 = 0.05$$

$$0.05 \times 7 = 0.35$$



Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Associative	Whatever way the numbers are grouped has no impact on the final answer. Addition and multiplication are both associative. Subtraction and division are not
Commutative	Operators gives the same result whatever the order of the quantities involved. Addition and multiplication are both commutative. Subtraction and division are not
Distributive	The property whereby multiplying the sum of two or more addends by a number will give the same result as multiplying each addend individually by the number and then adding the products together
Multiplicative identity	An identity is a number such that when another number is combined with it (using a given operation) it does not change that number. So the multiplicative identity is 1. This is the same for division
Additive identity	An identity is a number such that when another number is combined with it (using a given operation) it does not change that number. So the additive identity is 0. This is the same for subtraction
Addend	$3 + 5 = 8$ both 3 and 5 are addends
Tier 2 vocabulary	Definition
Sum	The result after an addition
Total	The result after an addition
Product	The result after a multiplication

Maths watch revision links



Section 2

Order of operations

B – brackets

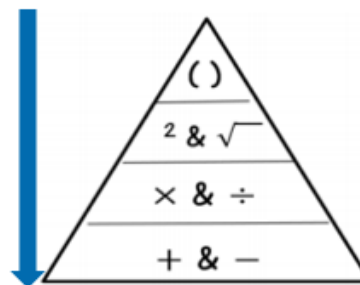
I – indices

D – division

M – multiplication

A – addition

S – subtraction



Examples

$$4 + \underline{5 \times 2} = 4 + 10$$

$$= 14$$

$$6 - \underline{56 \div 2} = 6 - 28$$

$$= -22$$

$$80 - 2 \times \textcircled{2^2} = 80 - \underline{2 \times 4}$$

$$= 80 - 8$$

$$= 72$$

Section 3

20			
5	5	8	?

Here are some calculations that will find the missing number in this bar model

$$20 - 2 \times 5 - 8$$

$$20 - (8 + 5) - 5$$

$$20 - 5 - 5 - 8$$

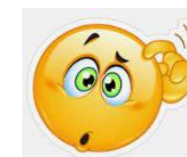
A couple of challenges!

How many different values can you make using three 4s? You can use any of the operations and brackets.

$$4 \quad 4 \quad 4 = \boxed{}$$

How many different values can you make using four 3s? You can use any of the operations and brackets.

$$3 \quad 3 \quad 3 \quad 3 = \boxed{}$$



Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Variable	Something which can change e.g. the volume of a liquid.
Independent variable	The only variable we change in an experiment.
Dependent variable	The variable we measure in an experiment.
Controlled variables	Variables which we keep the same so our experiment is a fair test.
Measuring cylinder	Used to measure volume of liquids.
Apparatus	Equipment used in a Science laboratory e.g. a Bunsen burner
Accurate	How close a measurement is to the actual value.
Tier 2 vocabulary	Definition
Experiment	Carrying out practical work to test an idea and collect observations and results.
Observations	Things that we can see or measure in an experiment e.g. a colour change or the temperature of a liquid.
Hazard	Anything with the potential to cause harm.
Risk	How likely a hazard is to harm someone.

Section 2: New knowledge / skills

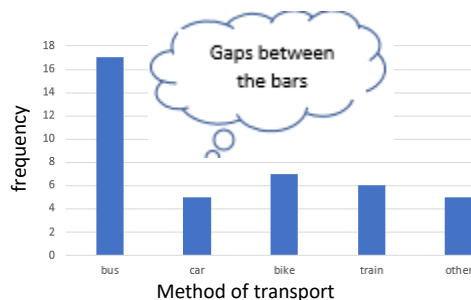
Laboratory Rules

1. Only enter a lab when told to do so by a teacher. Never run or throw things in the lab. Keep your bench and floor area clear, with bags and coats well out of the way.
2. Follow instructions precisely; check bottle labels carefully and keep tops on bottles except when pouring liquids from them; only touch or use equipment and materials when told to do so by a teacher; never remove anything from the lab without permission.
3. Wear eye protection when told to do so and keep it on from the very start until all practical work is finished and cleared away.
4. When using naked flames (e.g., Bunsen or spirit burners or candles), make sure that long hair is tied up and baggy / loose clothing is removed.
5. Always stand up during practical work so you can quickly move out of the way if you need to.
6. Never taste anything or put anything in your mouth in the laboratory.
7. Always wash your hands after handling chemicals, microbes or animal and plant material.
8. If you are burnt or a chemical splashes on your skin, wash the area at once with lots of water. Tell your teacher.
9. Never put waste solids in the sink. Put them in the bin unless your teacher instructs you otherwise.
10. Wipe up small spills and report bigger ones to your teacher.



Working safely

Bar charts



Section 3: Recording and Presenting data

Results Tables

Time (s)	Temperature (°C)
10	25
20	28
30	32

Independent variable

dependent variable

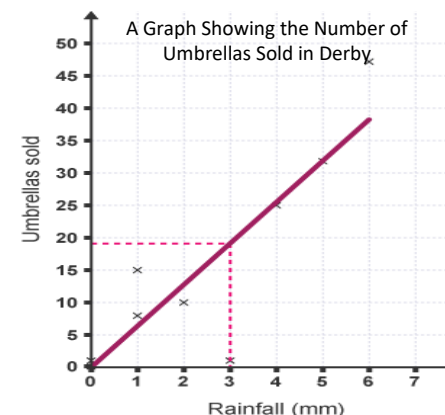
When drawing a results table:

- Use a pencil and ruler to draw the lines
- Write in pen (blue or black)
- Put the units in the headings
- Put the variables in the correct column



Variables

Scatter graphs



When drawing a graph (bar charts or scatter graphs):

- Use a pencil and ruler to draw the axes and plot the data
- Write labels in pen (blue or black)
- Put units in the labels (if needed)
- Give your graph a title

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Resultant force	Single force which can replace all forces acting on an object and have same effect.
Gravitational field strength (g)	The force from gravity on 1 kg (N/kg).
Upthrust	The upward force that a liquid or gas exerts on a body floating in it.
Thrust	Force from an engine or similar
Tension	Force extending or pulling apart.
Static	Non-contact force from charges
Non-contact force	One that acts without direct contact
Field	The area where other objects feel a force.
Magnetic	Material affected by magnetic fields
Electromagnet	Magnet produced by electric current
Tier 2 vocabulary	Definition
Weight	The force of gravity on an object (N).
Mass	The amount of stuff in an object (kg).
Friction	Force opposing motion, caused by the interaction of surfaces moving over one another. Called 'drag' if one is a fluid.
Substitute	Replacing words with numbers or symbols
Independent variable	The variable in an investigation you will change
Dependent variable	The variable in an investigation that you will measure
Control variables	Variables you need to keep the same to make the test fair (accurate)

Section 2: New Knowledge

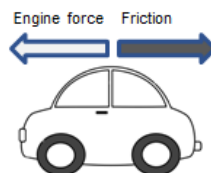
Forces are measured with a **Newton Meter**, in the unit **Newtons (N)**

Forces are represented by arrows, the size and direction of the arrow tells you the size and direction of the force

Balanced forces

(equal and opposite)

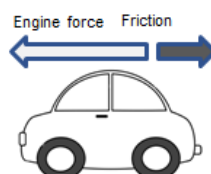
- Stationary
- Constant speed



Unbalanced forces

(unequal or different directions)

- Accelerate
- Decelerate
- Change direction

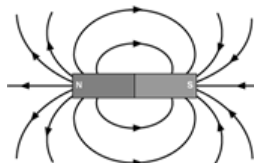


Drag always acts in the opposite direction to which an object is moving. Tries to slow things down.

Streamlining reduces drag, to allow things to move faster.

$$(\text{average}) \text{ speed (m/s)} = \frac{\text{distance (m)}}{\text{time taken (s)}}$$

Opposite poles **Attract**
Like poles **Repel**



Section 3: Skills

Investigative skills

Variables (Something that could change in an investigation)

- **Independent variable** – The one you change/are investigating the effect of
- **Dependent variable** – The one you will measure/your results
- **Control variables** – The variables you need to keep the same in order to make the experiment accurate (fair test)

Planning (Method writing)

Step-by-step numbered **instructions** on how to complete a practical. If someone could reasonably ask **HOW** from your method it needs more detail. Always include **Repeats** and **average**!

e.g.
Measure the Distance...

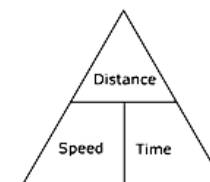
...using a tape

HOW?

Maths skills

Rearranging equations

1. **List** what you're given and what you need to find (*check units*)
2. Write an **equation** with these things in
3. **Substitute** numbers or symbols in for the words
4. Put into a **triangle**
5. Use a **calculator** to find answer
6. Write **units**
7. **Check** answer



Section 1: Key Vocabulary

Tier 3 vocabulary Definition

Physical	What our planet is like, features of the natural world.
Human	Features created by people. How and where people live and earn a living.
Environmental	How humans affect the natural world. This could be positive or negative impacts.
Cartography	The drawing of maps.
Continent	One of several large land masses of the world. (There are 7 main continents).
Country	A nation with its own government.
Four-Figure Grid References	A four-figure grid reference points you towards a particular square on a map. On OS maps these squares represent one square kilometre.
Six-Figure Grid References	A six-figure grid reference points you towards a specific point within a square on a map.
Spot Height	Shows the height of a specific point and is marked on an OS map using a black dot and the number in metres.
Contour Line	A line on a map joining places of equal height above sea level.
Map Key	This shows the reader what the map symbols mean.
Scale	The scale of a map is the ratio of a distance on the map to the corresponding distance on the ground, in real life.
Ordnance survey (OS)	The national mapping agency in the UK. They produce detailed maps of the UK.
Latitude	These lines show how far north or south from the equator a place is located. The line of latitude that divides the Earth into the northern and southern hemisphere is known as the Equator. This is line 0°.
Longitude	These lines show how far east or west from the Prime Meridian a place is located. The Prime Meridian (also known as the Greenwich Meridian) is line 0° and passes through the UK.

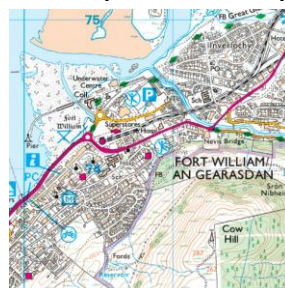
Section 2: New Knowledge

Think like a geographer:

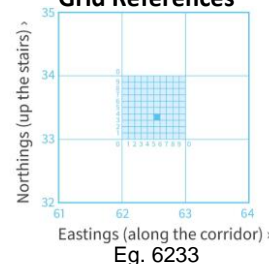
- Where is this place?
- What is it like?
- Why is it like this?
- How is it changing?
- Who is affected by the changes?
- How do I feel about it?



An Example of an OS Map



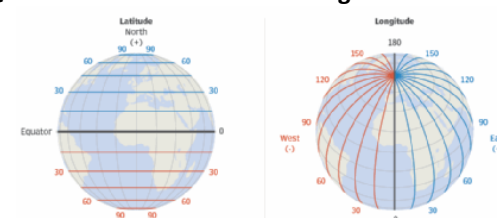
Four and Six Figure Grid References



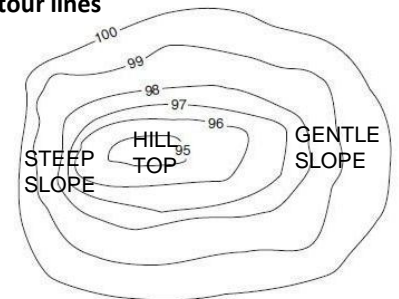
An Example of an aerial photograph



Latitude and Longitude




Contour lines



Section 3: Geographical Skills

- Locate and describe places using latitude and longitude
- Demonstrate ability to use OS maps, scale, grid references, height, direction, with aerial photos

Section 1: Key Vocabulary		Section 3: New Knowledge	Section 4: Enquiry Questions
Tier 3 vocabulary	Definition	A History of Belper School 1973- September Belper School Opened as a 13-18 school. 1986- English block was burnt down and rebuilt and the P rooms were added. 1991- Changed from a 13-18 school to an 11-18 school 1999- Went from being open plan to classrooms 2001- Maths block remodelled, reception remodelled, and Hall floor filled in. 2002- Humanities remodelled and 6th form block built. 2006- Art block built 2010- Languages block built 2013- Hall redone 2022- Sixth Form block is extended	What are the similarities and differences between Belper School in the 1970's and today? Did the Normans bring a 'truck load of trouble' to England?
Chronological	Time order.		Section 5: Source Analysis When analysing sources consider the following: Content- What is happening in the picture, who are the key people, what message is it giving? Context- What else is happening at the time? Purpose- Why was this made? Provenance- Who drew it? Who is it the audience?
Sources	Where information is gathered from in history.		
Dynasty	A successive line of rulers; often a family.		
Political motive	Something done for reason of power or belief.		
Conquest	An invasion and change of control.	Norman Conquest 1066- Norman Invasion of England and the year of 3 battles. 1066- Christmas day- William's coronation 1067- Rebellion in Hereford from Edric the Wild . Ignored by William. 1068- Rebellion in Exeter from Gytha . Castle sieged and rebels pardoned. 1068 Letter of rebellion from north. Castles built to show power. 1069 Vikings arrive to support north. Paid off Vikings and army sent north to deal with rebels. Burnt the north (Harrying of the North), 100,000 die. 1070- Rebellion in Ely from Hereward . Army sent to crush it.	
Feudal System	A hierarchical (with ascending levels) system of power and duty.		
Tier 2 vocabulary	Definition		
Compulsory	Something that must be done		
Comprehensive School	Covers all groups and abilities.		
Continuity	When something continues.		Section 6: Interpretations Simon Schama's interpretation of the impact of the Norman Conquest: <i>'There are moments when history is unsubtle; when change arrives in a violent rush, decisive, bloody, traumatic; as a truck-load of trouble, wiping out everything that gives a culture its bearings – custom, language, law, loyalty. 1066 was one of those moments.'</i>
Peasant	Poor class of farmer.		

Section 1: Key Vocabulary		Section 2: New Knowledge	Section 3: New Knowledge
Tier 3 vocabulary	Definition	<p><u>Christianity Around the World.</u></p> <p>Christianity is the biggest religion in the world. There are 2.3 billion Christians who live in over 240 countries in the world.</p> <p>There are many types of Christians. We call these denominations.</p> <p><u>Key Beliefs</u></p> <p>Christianity's central belief is that God is the Trinity - three -in-one made up of the God the Father, God the Son, and God the Son, and God the Holy Spirit. Christians believe that after we die, we will be judged and sent to heaven or hell.</p> <p><u>The Bible</u></p> <p>The Christian holy book is the Bible. This is made up of the Old Testament and the New Testament. The first four books of the New Testament are called the Gospels. These tell us the story of Jesus' life from the words of Matthew, Mark, Luke and John.</p>	<p><u>Jesus</u></p> <p>Christianity is based on the teachings of Jesus. Jesus was Jewish and lived 2000 years ago in Palestine. Jesus had 12 disciples (followers), who he taught and who continued his teaching after he died.</p> <p>The main principles of Jesus' teaching are based around two 'Great Commandments) - Love God and love your neighbour. Jesus taught using parables (stories with another meaning) These principles are important guides for the way most Christians live their lives.</p> <p><u>Worship</u></p> <p>The Christian place of worship is the church. Very large churches which are the lead church for a diocese and which are the 'seat' for a bishop are called cathedrals. The people who attend worship are also call the 'church'.</p>
Denominations	The different groups within a religion., especially Christianity.		
Trinity	Three persons in one God' - Father, Son and Holy Spirit in Christianity.		
Bible	Christian Holy book.		
Disciples	Followers - In Christianity Jesus chose 12 disciples.		
Commandment	Law from God. Famously Ten Commandments.		
Eucharist	Also called Mass, Holy Communion, Divine Liturgy or Lord's Supper' the sacrament which re-enacts Jesus' Last Supper where he shared bread and wine with his disciples.		
Gospels	First four books of the New Testament - Matthew, Mark, Luke and John - which tells the story of Jesus' life.		
Parables	Kind of story to help people understand how God wants them to live		
Tier 2 vocabulary	Definition		
Prophecy	Foretelling or prediction of what will happen (often in symbolic terms).		
Messiah	'The one to come', the figure Jewish people believe would come to Earth just before the coming of the Kingdom of God at the end of time; Christians believe this is Jesus.		
Incarnation	Born as a human.		
Nativity	Term given to the combined stories of Jesus' birth.		
Miracles	A good event which is contrary to the laws of nature' believed by many to be the work of God in this world.		

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Y7 French Autumn 1 week 1		
<i>vb</i>	être	to be / being
<i>vb</i>	je suis	I am
<i>vb</i>	tu es	you are
<i>vb</i>	écouter	to listen, listening
<i>vb</i>	écrire	to write, writing
<i>vb</i>	lire	to read, reading
<i>vb</i>	parler	to speak, speaking
<i>pron</i>	je	I
<i>pron</i>	tu	You
<i>adj</i>	anglais(e)	English (m/f)
<i>adj</i>	français(e)	French (m/f)
<i>adj</i>	grand(e)	tall (m/f)
<i>adj</i>	petit(e)	short (m/f)
<i>conj</i>	et	and
	au revoir	goodbye
	bonjour	hello
Autumn 1 week 2		
<i>vb</i>	il est	he is
<i>vb</i>	elle est	she is
<i>pron</i>	il	he
<i>pron</i>	elle	she
<i>adj</i>	amusant(e)	funny (m/f)
<i>adj</i>	calme	calm, quiet
<i>adj</i>	content(e)	glad, pleased (m/f)
<i>adj</i>	intelligent(e)	intelligent (m/f)
<i>adj</i>	malade	ill
<i>adj</i>	méchant(e)	mean (m/f)
<i>adj</i>	triste	sad
<i>Conj</i>	mais	but

<i>conj</i>	ou	or
	merci	thank you

Autumn 1 week 3		
<i>vb</i>	avoir	to have, having
<i>vb</i>	j'ai	I have
<i>vb</i>	il a	he has
<i>vb</i>	elle a	she has
<i>pron</i>	ce / c'	this, that
<i>pron</i>	qui ?	who
<i>nm</i>	un animal	an animal, a pet
<i>nf</i>	une chambre	a bedroom
<i>nm</i>	un chien	a dog
<i>nf</i>	une chose	a thing
<i>nf</i>	une idée	an idea
<i>nm</i>	un portable	a mobile phone
<i>nf</i>	une règle	a ruler
<i>adj</i>	bon	good (m)
<i>det</i>	un	a / an (masculine nouns)
<i>det</i>	une	a / an (feminine nouns)

Autumn 1 week 4		
	tu as	you have
	un livre	a book
	un ordinateur	a computer
	un vélo	a bike, a bicycle
	une voiture	a car
	cher / chère	expensive (m/f)
	moderne	modern
	rapide	fast, quick
	voici	here is
	oui	yes

	non	no
	comment ça s'écrit ?	how do you spell it?
Autumn 1 week 5		
<i>nf</i>	il	he, it
<i>nm</i>	elle	she, it
<i>nf</i>	un ami	a friend (m)
<i>nm</i>	une amie	a friend (f)
<i>nf</i>	un chanteur	a singer (m)
<i>nf</i>	une chanteuse	a singer (f)
<i>nm</i>	un professeur	a teacher (m)
<i>nf</i>	une professeuse	a teacher (f)
<i>nf</i>	une femme	a woman
<i>nm</i>	un homme	a man
<i>adj</i>	drôle	funny
<i>adj</i>	intéressant(e)	interesting (m/f)
<i>adj</i>	sympa, sympathique	nice
	vrai	true
	faux	false
Autumn 1 week 6		
<i>nm</i>	l'acteur (m)	actor (m)
<i>nf</i>	l'actrice (f)	actor (f)
<i>nm</i>	l'anglais (m)	English language
<i>nm</i>	le français (m)	French language
<i>nf</i>	la fille	girl
<i>nm</i>	le garçon	boy
<i>nm</i>	le médecin	doctor (m)
<i>nf</i>	la médecin	doctor (f)
<i>nm</i>	le mot	word
<i>nf</i>	la personne	person
<i>nf</i>	la phrase	sentence

<i>det</i>	le	the (m)
<i>det</i>	la	the (f)
<i>det</i>	les	the (pl)
<i>prep</i>	en	in
Autumn 1 week 7		
<i>vb</i>	faire	to do, make / doing, making
<i>vb</i>	je fais	I do, I make / I am doing, I am making
<i>vb</i>	tu fais	you do, you make / you are doing, you are making
<i>vb</i>	il fait	he does, he makes / he is doing, he is making
<i>vb</i>	elle fait	she does, she makes / she is doing, she is making
<i>pron</i>	ça	that
<i>nf</i>	l'activité (f)	activity
<i>npl</i>	les courses (fpl)	food shopping
<i>nf</i>	la cuisine	cooking
<i>nmpl</i>	les devoirs (mpl)	homework
<i>nm</i>	le lit	bed
<i>nm</i>	le ménage	housework
<i>nm</i>	le modèle	model
	quoi ?	what?



Quizlet links for revision

Section 1: Key Vocabulary/Questions		Section 2: Grammar		Section 3: WAGOLL & phonics	
Tier 3 vocabulary	Definition	Verb SEIN [to be, being]		Verb HABEN [to have, having]	
Definite article	Different forms of the singular ‘the’ : ‘der’ (m), ‘die’ (f), ‘das’ (n)	ich binI am		ich habeI live	
		du bistyou are		du hastyou live	
		er/sie/es isthe/she/it is		er/sie hathe/she has	
Indefinite article	A or an in English, ein (masculine and neuter) and eine (feminine) in German	Nouns and definite articles			
Noun (n)	A naming word, in German they start with a capital letter	All German nouns start with a capital letter, wherever they are in the sentence. Every noun has a gender in German. Grammatical gender is <i>not</i> the same as biological gender. There are 3 ways to say ‘the’ in German: der (masculine) die (feminine) das (neuter)			
Gender	A German noun is either masculine, feminine or neuter (nm, nf and nnt)	Indefinite articles They are the words for ‘a’ and ‘an’. ein (masculine) eine (feminine) ein (neuter)			
Phonics	How sounds and letters relate to each other	Ein and eine also mean ‘one’ e.g. ein Tische means ‘a table’ and ‘one table’.			
Verb (vb)	A word used to describe an action or a state	Negation : nicht, kein, keine, kein			
Adjective	Tells more about a noun	★ To say ‘not’ with <u>adjectives</u> , use ‘nicht’. Das ist rot. That is red. Das ist nicht rot. That is not red.			
Present tense	Used when something is happening now or when something happens regularly	★ To say ‘not a’ with <u>nouns</u> , use ‘kein’ ‘kein’ works like ‘ein’ and matches the gender of the noun. Das ist kein Ding. That is not a thing. Das ist keine Forme. That is not a shape.			
Determiner (det)	Are words for a person, place, thing or idea	Definite articles: Row 2 (accusative)			
Questions	Translation	den = ‘the’ after a verb After a verb the <u>masculine</u> word for ‘the’ changes: Niko hat den Tisch. ★ This change happens after <u>most</u> verbs but <u>not</u> SEIN / ist (BE) / is).			
1. Wo ist...?	Where is...?	Indefinite articles : Row 2 (accusative)			
2. Was ist...?	What is...?	einen = ‘a’ after a verb As you know, German has <u>three</u> words for ‘a’: Niko hat einen Tisch. Niko hat einen Rucksack. Only the <u>masculine</u> changes. Feminine and neuter words for ‘a’ stay the same! ★ This change happens after <u>most</u> verbs but <u>not</u> SEIN / ist (BE) / is).			
3. Ist das klar?	Is that clear?				
4. Wie geht’s?	How’s it going?				
5. Wie sagt man...?	How do you say?				
6. Wie schreibt man...?	How do you write?				
7. Wer?	Who?				
8. Nicht wahr?	Isn’t it?				
		Ein Dialog			
		A: Guten Tag, wie geht’s? B: Hallo. Mir geht's gut, und dir? A: Auch gut. Wo ist das Heft? B: Es ist auf dem Tisch. A: Danke! Wo ist der Mann? B: Er ist in der Klasse. A: Ist das Fenster offen? B: Ja, das Fenster ist offen. A: Was ist auf der Tafel? B: Ein Beispiel, aber es ist falsch. A: Oh, was ist richtig? B: Das Erste ist richtig. A: Wie schreibt man „Paar“? B: „P-A-A-R“. A: Danke! Was ist deine Lieblingsfarbe? B: Blau. Und deine? A: Rot ist meine Lieblingsfarbe.			
		German phonics			
		German vowels can be short or long . Vowels are short when followed by more than one consonant, e.g., <u>M</u> ann, <u>G</u> ast. Vowels are long when: • there is a double vowel, e.g., <u>P</u> aar, • or when followed by the letter ‘h’, e.g., <u>f</u> ahren, • or by a single consonant, e.g., <u>s</u> agen. NB: German final ‘e’ is not silent, but very short, e.g., dank <u>e</u> , Klass <u>e</u> .			
		a	fahren danke	ie	sie
		e	sehen Bette	o	Woche Montag
		ei	ein	i	Kirche bitte
		z	zehn	ü	grün
		w	was?	ä	spät

Y7 German Autumn 1 week 1		
<i>vb</i>	sein	to be, being
<i>vb</i>	ist	is (BE)
<i>pron</i>	wo?	where?
<i>nnt</i>	das Fenster	window
<i>nf</i>	die Flasche	bottle
<i>nnt</i>	das Heft	exercise book
<i>nf</i>	die Tafel	board
<i>nm</i>	der Tisch	table
<i>adv</i>	da	there
<i>adv</i>	hier	here
<i>det</i>	der	the (m)
<i>det</i>	die	the (f)
<i>det</i>	das	the (nt)
	Hallo	Hello
	Tschüs	Bye

Autumn 1 week 2		
<i>vb</i>	sagen	to say, tell
<i>vb</i>	sagt	says, tells
<i>pron</i>	was?	what?
<i>nf</i>	die Klasse	class
<i>nnt</i>	das Paar	pair
<i>nm</i>	der Mann	man
<i>nm</i>	der Tag	day
<i>adj</i>	richtig	right, correct
<i>adj</i>	falsch	false
<i>conj</i>	oder	or
	nein	no
	ja	yes
	nicht	not
	Ist das klar?	Is that clear?

Autumn 1 week 3		
<i>vb</i>	ich bin	I am (BE)
<i>nnt</i>	das Ding	thing
<i>nf</i>	die Form	form, shape
<i>nm</i>	der Mensch	human being
<i>adj</i>	blau	blue
<i>adj</i>	gelb	yellow
<i>adj</i>	groß	big, large
<i>adj</i>	gut	good
<i>adj</i>	klein	small
<i>adj</i>	rot	red
<i>adv</i>	wie?	how?
<i>conj</i>	und	and
<i>det</i>	ein	a, an (m, nt)
<i>det</i>	eine	a, an (f)
	bitte	please
	danke	thanks
	Wie geht's?	How is it going?
Autumn 1 week 4		
<i>vb</i>	du bist	you are
<i>vb</i>	wissen	to know, knowing
<i>pron</i>	du	you
<i>pron</i>	kein	no
<i>nf</i>	die Farbe	colour
<i>nf</i>	die Nummer	number
<i>nm</i>	der Ort	place
<i>nnt</i>	das Tier	animal
<i>conj</i>	aber	but
	ich weiß nicht	I don't know



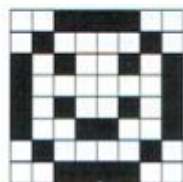

wie sagt man...?		how do you say...?
wie schreibt man...?		how do you write...?
Autumn 1 week 5		
<i>vb</i>	haben	to have, having
<i>vb</i>	hat	has (HAVE)
<i>pron</i>	er	he
<i>pron</i>	sie	she
<i>pron</i>	wer?	who?
<i>nm</i>	der Freund	friend
<i>nm</i>	der Fußball	football
<i>nnt</i>	das Haus	house
<i>nnt</i>	das Haustier	pet
<i>nm</i>	der Lehrer	male teacher
<i>nnt</i>	das Wasser	water
<i>nf</i>	die Welt	world
<i>nnt</i>	das Wort	word
<i>adj</i>	wahr	true
	nicht wahr?	Isn't it?
Autumn 1 week 6		
<i>vb</i>	ich habe	I have
<i>vb</i>	du hast	you have
<i>nnt</i>	das Beispiel	example
<i>nm</i>	der Erste	the first one (m)
<i>nf</i>	die Erste	the first one (f)
<i>nnt</i>	das Erste	the first one (nt)
<i>nf</i>	die Frage	question
<i>nf</i>	die Frau	woman, Mrs.
<i>nm</i>	der Grund	reason, basis
<i>nf</i>	die Hand	hand
<i>nm</i>	der Herr	Mr., man

<i>nnt</i>	das Problem	problem
<i>nf</i>	die Schule	school
Autumn 1 week 7		
<i>nf</i>	die Band	band
<i>nnt</i>	das Buch	book
<i>nm</i>	der Film	film
<i>nf</i>	die Lehrerin	female teacher
<i>nnt</i>	das Lied	song
<i>nm</i>	der Sänger	male singer
<i>nf</i>	die Sängerin	female singer
<i>nnt</i>	Liebings-	favourite..
<i>adv</i>	leider	unfortunately

das Alphabet		
A <i>ah</i>	J <i>yot</i>	S <i>ess</i>
B <i>bay</i>	K <i>kaa</i>	T <i>tay</i>
C <i>tsay</i>	L <i>ell</i>	U <i>ooo</i>
D <i>day</i>	M <i>emm</i>	V <i>fow</i>
E <i>ay</i>	N <i>enn</i>	W <i>vay</i>
F <i>eff</i>	O <i>oh</i>	X <i>eeeks</i>
G <i>gay</i>	P <i>pay</i>	Y <i>upsilon</i>
H <i>haa</i>	Q <i>koo</i>	Z <i>tsett</i>
I <i>ee</i>	R <i>airr</i>	



Quizlet links for revision

Section 1: Key Vocabulary		Section 2: New Knowledge/Skills - Images	Section 3: Other subject specific things	
Tier 3 vocabulary	Definition	Data about an image can be stored by a computer as vector graphics or as bitmap graphics.	Choosing a strong password You should also choose a strong password. There are three elements that help to increase the strength of a password: <ul style="list-style-type: none">- length - longer passwords of at least eight characters are more secure.- range of characters used - a password containing a mixture of upper and lower case letters, numbers and symbols is more secure.- randomness - passwords that not contain words people can guess are more secure. You should also make sure you choose a password that you will remember.	
Computer Network	A collection of computers and other digital devices that are connected together.	Vector graphics Vector graphics are stored as a list of attributes. Larger pictures are made up of shapes called objects and the attributes for each object are stored separately. The attributes include information such as the object's: <ul style="list-style-type: none">- height- width- outline colour- line width- fill colour 		
Acceptable Use Policy	The rules that govern how a computer network should be used.	Bitmap graphics Bitmap graphics, also called raster graphics store images as a series of dots called pixels - picture element. The colour of every pixel is stored, and every different colour in the picture has its own unique binary code. It is possible to edit the colour of each pixel separately to manipulate an image. Resolution - the quality of a bitmap image depends on this. It refers to the number of pixels in the image. Does anything seem strange to you about this picture? 		
Log in	Logging in proves the identity of the user so that they can be given access to their own files and programs.			
Username	A unique ID given to a user to enable them to log in to a computer network, an email system and a VLE.		 	
Password	A string of characters a user needs to enter to enable them to log in to a computer network.			
VLE - Virtual Learning Environment	An online system that stores learning resources such as documents, presentations, video and audio files.			
World Wide Web	A system of interconnected documents and resources, like websites and videos, that are accessible through the internet.			
The Internet	A global network that connects computers across the world so that they can communicate with one another.		Cloud Computing When using cloud computing, data and software files are stored on a server. Server farms or data centres are located all around the world so you do not know where your data is physically being saved when you store it to the cloud.	
Cloud Computing	Data is stored online and software is used via an internet browser, rather than being stored locally on a computer's hard drive.		Advantages <ul style="list-style-type: none">- Data is backed up automatically.- Documents and files can be used on any computer with an internet connection.- The software is updated online so you are always on the latest version.- Documents and files can be shared easily with other users.	Disadvantages <ul style="list-style-type: none">- You need an internet connection to access your files.- Cloud based software does not usually have as many features as downloadable software.- Free storage is limited.- Subscriptions can be expensive.
Tier 2 vocabulary	Definition			
Digital wellbeing	Having a healthy relationship with technology.			
Online Safety	The ability to recognise & understand the risks of navigating the internet			

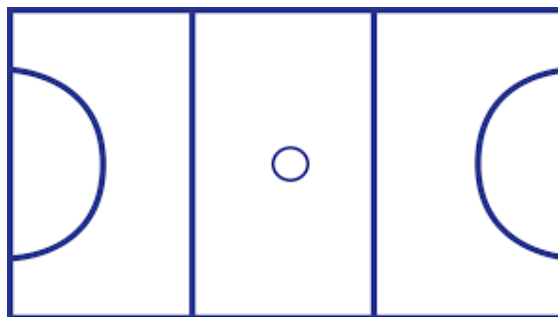
Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Footwork	Taking the appropriate number of steps in court games when you have the ball.
Pivot	Turning on the ball of a foot to face another direction and find a pass.
Marking	Staying close to an opposition player to prevent them from finding space or passing/receiving the ball.
Dodging	A way of sending a defender the wrong way in order to create space.
Dribble	Used in some invasion games to move with the ball (if allowed)
Signalling	Gesturing or using hand signals to indicate where a team mate should play the ball and where you intend to move to.
Turnover	Giving possession of the ball away to the opposing team.
Tackle	Attempting to win the ball back from the opposition or prevent them from making further progress.
Tier 2 Vocabulary	Definition
Court	An indoor or outdoor hard playing surface used for some invasion games.
Pitch	Normally an outdoor playing surface (artificial or natural) used for some invasion games.
Team	A group of players working together to achieve the same objective.
Passing	Sending the ball to a team mate.
Shooting	Attempting to score in an invasion game.

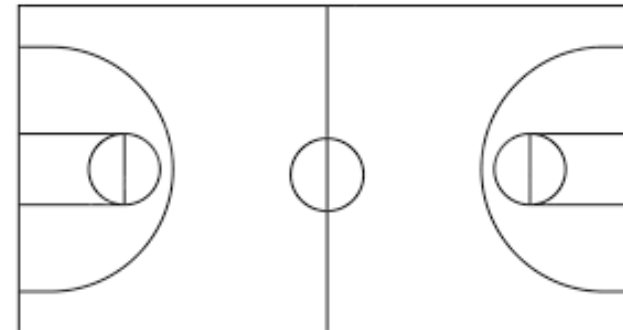
Section 2: Court Based Invasion Games

In all invasion games the object is to invade the territory or space occupied by the other team to move closer to their end of the court or pitch in order to gain a scoring opportunity. Court based games are played at high speeds with small teams.

Netball Court



Basketball Court

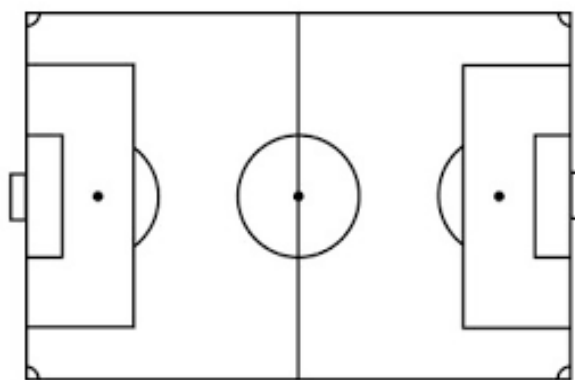


A netball court is divided into thirds with a scoring zone marked at either end by a semi-circle. In netball you can only go in certain zones depending on your position. The dividing lines on the court are used to enforce this. The basketball court is divided into halves with a semi-circle at either end denoting the 3-point line. There is also a 'key' and a free throw line.

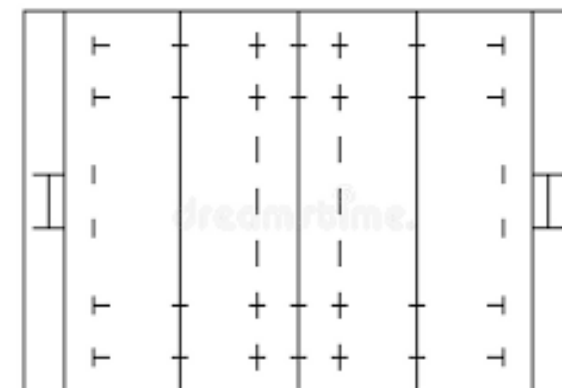
Section 3: Field/Pitch Based Invasion Games

Just like court games, the object is to gain territory by moving into the oppositions space when in possession of the ball. This creates easier scoring opportunities making it more likely you will win. These types of games are played at a slower pace than court games and with larger teams.

Football Pitch



Rugby Pitch



A football pitch is divided into halves with a large penalty box at either end in addition to markings for goal kicks, penalties and centre kicks. The rugby pitch was originally derived from a football pitch and is split into halves as well as there being additional markings at various distances from the halfway line as well as a goal line and a dead ball line just beyond it.

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Stroke	A style of swimming.
Front Crawl	Also known as 'freestyle'. A fast swimming stroke on the front.
Breaststroke	A style of swimming on the front.
Back Stroke	A style of swimming stroke on the back.
Fitness Test	A method used to evaluate a component of fitness.
Fitness Training	A method used to improve or maintain a component of fitness.
Component of Fitness	One of the 11 factors that impact on your overall fitness.
Tier 2 Vocabulary	Definition
Fitness	Your ability to meet the demands of the environment.
Breathing Technique	Used in swimming to control breathing in the different strokes.
Procedure	Doing something in the correct order and following the instructions to get it right and be able to repeat it.
Valid	If we follow the correct procedure our test results should be accurate.
Pull	The arm action in swimming strokes involves us pulling against the water.
Kick	The kicking technique in swimming strokes is used to push the body along in the water.

Section 2: Swimming Strokes & Technique

Each stroke in swimming has a specific technique to learn, this includes arm action, leg action, body position, head position and breathing action.

Front Crawl



Stretching out in front followed by a strong pull with the arms alternating and a continuous straight leg kick and breathing to the side, the front crawl is the fastest stroke.



Breaststroke

Both arms stretch out in front before pulling together, combined with a side kick and glide phase. The breathing takes place during the arm pull.

Backstroke



The arms pull continuously with one taking over and entering the water as the other one leaves and a continuous leg kick.

Section 3: Components of Fitness & Fitness Testing

Components of Fitness

Your fitness is made up of 11 different components, each of which can influence what you are good at or what you might find more challenging. Certain sports or activities may require you to have particular components of fitness to be successful.

11 Components of Fitness

- 1 Cardiovascular Endurance** 
- 2 Strength** 
- 3 Muscular Endurance** 
- 4 Flexibility** 
- 5 Speed** 
- 6 Power** 
- 7 Agility** 
- 8 Balance** 
- 9 Co-ordination** 
- 10 Reaction Time** 
- 11 Body Composition** 

Fitness Testing

Before we can begin to think about training, we must first assess our fitness. To do this we can carry out fitness testing. When we do a fitness test we must follow the correct procedure for it to be valid and useful. Fitness tests can be used to assess each individual component of fitness and give us an idea about where we can make improvements. This is because we can compare our results to people who have done the testing in the past and analyse ourselves to that by looking at data.

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Points of Balance	The parts of the body in contact with the ground or apparatus.
Serve or Service	Used at the beginning of a point being played in a net game.
TEC	Tension, extension and control, used in gymnastics balances.
Aesthetically Pleasing	Something that is good to look at and high quality.
Singles	Net games played as 1 vs 1.
Doubles	Net games played as 2 vs 2.
Resistance	Exercising muscles against an opposing force, such as a free weight.
Tier 2 Vocabulary	Definition
Balance	The ability to hold your centre of mass within your base of support.
Travel or Transitional Movements	Gymnastic actions used to move around a space.
Bat or Paddle	Used to play table tennis.
Racket	Used to play badminton.
Shuttlecock	The object being hit in badminton.
Sequence	A series of gymnastic movements that take place in order, one after the other.

Section 2: Gymnastics Floor Work

Balances

A balance should be held for a minimum of 3 seconds, should be aesthetically pleasing and demonstrate tension, extension and control.

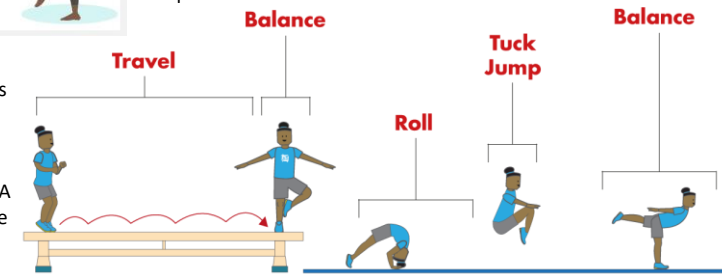


Sequences

In a sequence we link together a series of gymnastic movements together in order. A sequence normally begins with a starting position followed by a transitional movement that allows you to travel into a balance, further transitional movements are then used to travel between further balances before finishing with a finishing position. A good sequence will contain a range of balances and include changes in speed, level and direction across the whole available space.

Travel

Travel, or transitional movements allow us to move between spaces in gymnastics. Movements should be aesthetically pleasing and can include rolls, turns, jumps and leaps.



Section 3: Net Games

All net games are played over a net that divides the playing area into 2 parts. Net games can be played as singles, doubles or even in teams.

Table Tennis Table

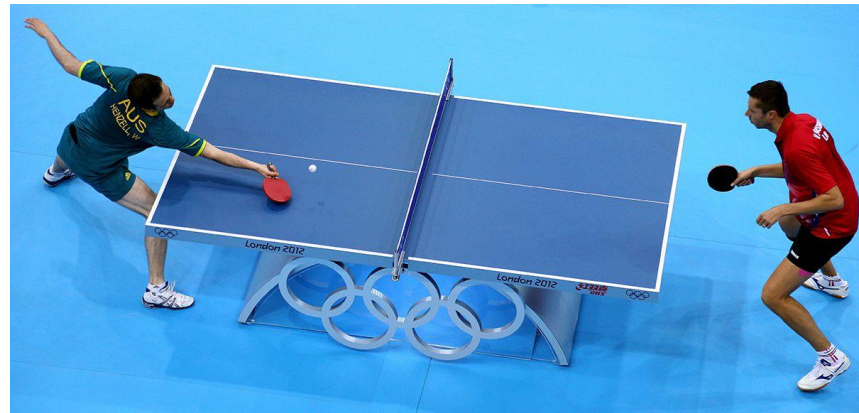
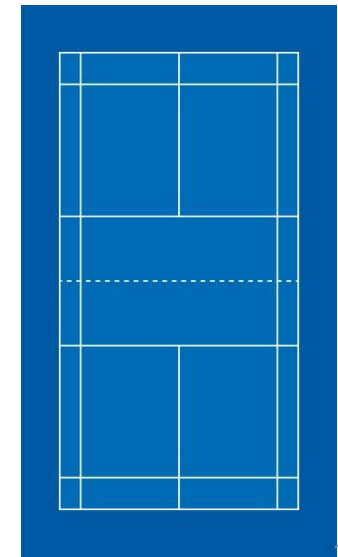


Table Tennis is played on a table with a net dividing the table in half. The centre line marked down the length of the table is only used in doubles. Table Tennis is a very fast game played with a bat and a small ball.

Badminton Court



Badminton is played on a court, with lines showing the service boxes as well as the tram lines and baselines, which vary according to singles or doubles. You use a racket and a shuttlecock in badminton.

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Analysis	Studying an artwork to understand how it was made and its creator's intentions.
Medium (plural: media)	The materials used to make art, e.g. pencil on paper, oils on canvas
Post-impressionism	A French artistic movement that followed impressionism, roughly spanning 1886-1905.
Rhinoceros	A member of one of five species of large, powerful, thick skinned mammals, native to parts of Africa and Asia.
Technique	The particular skill or set of skills used to produce an effect.
Woodcut	A relief printing technique in which a design is cut into a flat wooden block.

Tier 2 vocabulary

Tier 2 vocabulary	Definition
Albrecht Dürer	A German painter and printmaker, 1471-1528
Reed pen	A writing and drawing tool made from a shaped section of reed (hollow plant stem).
Stroke	A single movement of a pencil or other tool that makes a single mark.
Texture	How a surface feels, or in a drawing how it looks like it would feel, e.g. rough, smooth, bumpy.
Tone	How light or dark a part of an artwork is.
Tonal range	A continuous range of tones from the lightest to darkest value.
Vincent Van Gogh	A Dutch post-impressionist painter, 1853-1890

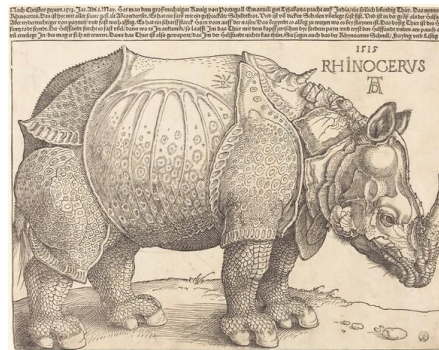
Section 2: Dürer's Rhinoceros

In the mid 16th Century, the king of Portugal was gifted a live rhinoceros, an animal unseen in Europe at that time.

A description of the rhinoceros soon reached Nuremberg, presumably with sketches, from which Dürer prepared a drawing and woodcut.

No rhinoceros had been seen in Europe for over 1000 years, so Dürer had to work solely from these reports. He has covered the creature's legs with scales and the body with hard, patterned plates. Perhaps these features interpret lost sketches, or even the text, which states, '[The rhinoceros] has the colour of a speckled tortoise and it is covered with thick scales'.

So convincing was Dürer's fanciful creation that for the next 300 years European illustrators borrowed from his woodcut, even after they had seen living rhinoceroses without plates and scales. bit.ly/badrhino



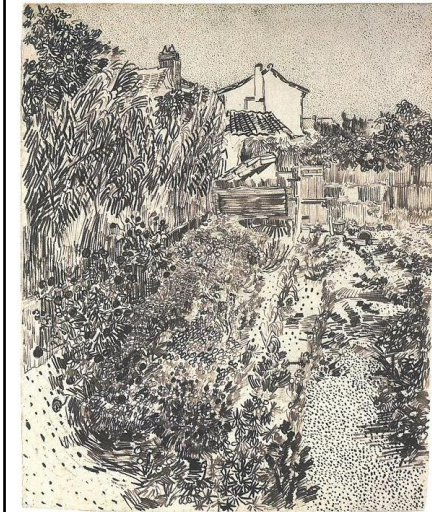
Looking closer

Use the link on this page to view the rhino online. You can zoom in to the image to see the image close up. Compare Dürer's rhino with a photo of an Indian rhino. bit.ly/bsadrhino

How many different textures can you see on Dürer's rhino?

What differences can you see between Dürer's rhino and the photo of an Indian Rhino?

Section 3: A Garden with Flowers



Vincent van Gogh
Drawing, reed pen and ink
Arles: August, 1888

bit.ly/gardenbad

To help you better understand this drawing and other works of art you can use these questions.

Who is this picture by and when was it made?

What part of the image do you notice first?

Can you name any of the marks used?

What time of year do you think it is?

What part of the world do you think this could be?

If this picture were in colour, what colours do you think would be used?

What does it make you feel?

Describe the sounds that you might hear if you were in this picture.

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Pulse	A regular beat that is felt throughout much music.
Time Signature	A time signature tells us how many beats (and what type of beats) there are in each bar of music.
Projection	The strength at which we speak or sing.
Polyrhythm	The use of several rhythms performed simultaneously.
Tempo	The speed of a sound or piece of music – fast/slow.
Diaphragm	The muscle that supports our breath and singing
Harmony	The notes within the chord

Tier 2 vocabulary

Duration	The length of a sound – long/short.
Structure	The organisation of sound or how sounds are ordered.
Warm Up	The activity in preparing your body for activity.
Rhythm	A series of sounds or notes of different lengths that create a pattern.

Section 2: New Knowledge/Skills

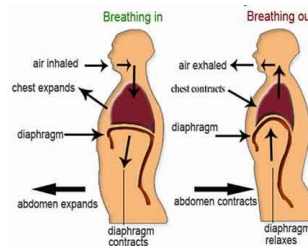
When we use our **voices** we need ensure that we are fully warmed up. Like with exercise when we sing we are using muscles within our body and these can strain if used without warming up.



Vocal warmups

Diaphragm

When we breathe, our diaphragm, which is a sheet of muscle below our ribs expands (our belly moves out). When we exhale our diaphragm supports our breath. Place your hand on your stomach and cough – you should be able to feel your diaphragm contract.



Different types of songs

Unison – songs sung together, all doing the same.

A Capella – songs without accompaniment.

Harmony – songs sung together but in different sections (on different notes).



Rounds – songs sung together, but starting at different times.

Mash-Ups – Where multiple songs are sung at the same time.

Section 3

Rhythm

Kodály Rhythm Method

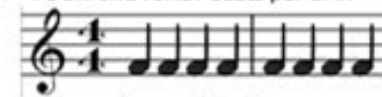
	Ta _ _ _
	Two _
	Ta
	Te
	Te-te
	Tecka-tecka
	Three _ _
	Tay
	Tim-ka
	Tri-cy-cle

Time Signatures



Top Number = **how many beats**
 Bottom Numbers = **Type of beat**

4/4 = **FOUR CROTCHET beats per BAR**



Bottom Numbers:

2 = Minim 4 = Crotchet 8 = Quaver

Ostinato

This is a repeated pattern in music. Rhythmic ostinato patterns, are patterns of rhythm that loop and repeat during the piece of music

Ollie Tunmer – Body Beats



Section 1: Key Vocabulary

Tier 3 vocabulary Definition

Greek Chorus The chorus in Classical Greek drama was a group of actors who described and commented upon the main action of a play with song, dance, and recitation.

Synchronised Movement Synchronized movement is when a group of performers move in unison. The audience is unable to tell who is leading the movements.

Narration Narration is a technique whereby one or more performers speak directly to the audience to tell a story, give information or comment on the action of the scene or the motivations of characters.

Canon Canon is a technique that requires performers to take it in turns to perform a movement that is then identically copied and performed by others.

Vocal Layering Layering voices, overlapping sounds and words to create texture, interest and depth.

Still Image This is a frozen picture which communicates meaning. It can provide insight into character relationships with a clear focus upon use of space, levels, body language and facial expression.

Tier 2 vocabulary Definition

Democracy The belief in freedom and equality between people, or a system of government based on this belief, in which power is either held by elected representatives or directly by the people themselves.

Repetition Repeating a spoken word or movement multiple times.

Section 2: Group Work Skills

Practical drama is, in its very essence, a collaborative activity. Working with others can lead to greater tolerance, empathy and inclusion. Students are more able to work independently of the teacher when in groups, where they can learn from and support each other while working towards a shared goal. Leadership skills can be developed as students take responsibility for different aspects of the shared work.

In Drama we succeed TOGETHER.



A Greek Chorus works as ONE.

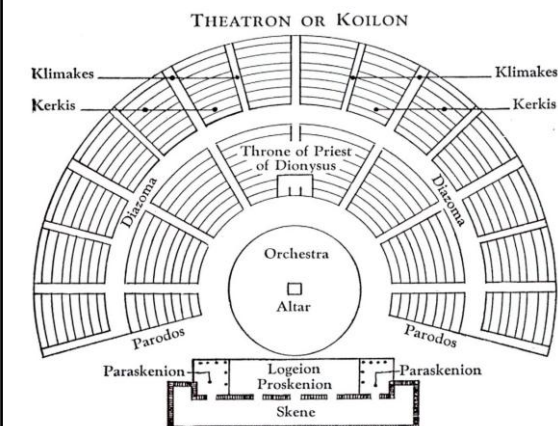


The battle of the Greek tragedies.

Section 3: Ancient Greece

Demos = power, Kratos = people.

The word “democracy” translates to “power of the people.” Athens incorporated the first democratic government. Every citizen could have a say in the actions of the government, so long as they were a male over 18 with parents who were citizens. You could not be a woman, foreigner, or slave. For a society that promoted democracy for all, Ancient Greece was inconsistent that it had a slavery class. Every household that could afford it used slaves to help with chores. Slaves were also used in factories and mines, as well as on farms and ships. These hard labour slaves had a much shorter lifespan than household slaves.



Theatre

Definition: a building, part of a building, or outdoor area for housing dramatic presentations, stage entertainments, or motion-picture shows

Greek Word: *theasthai*

Greek Meaning: to behold

Fun Facts: theatrical festivals played an important role in Greek social life. There were theatres that had a capacity of up to 30,000 people. The seating was usually set on a natural slope and this has created a legacy which continues till today, as most current day theatres also have a sloped seating. Interestingly, the word *theasthai* further evolved into the word *theatron*, which meant ‘a place for viewing’.

Section 1: Key Vocabulary

Tier 3 vocabulary

Definition

Claw Grip

A knife hold where the fingers are curled under and not laid flat on the food surface.

Bridge Grip

A knife hold where the knife is positioned between the thumb and fingers to create a bridge shape.

Pre-heat

Turning the oven on prior to being needed so it reaches the required temperature.

Simmer

A cooking method which requires the liquid to be just below boiling point (small bubbles on surface).

Rubbing-in method

Using your finger-tips to rub together the fat and flour in a recipe to create a breadcrumb looking texture.

All-in-one method

A cake making method. When all ingredients for a recipe are added into the mixing bowl and combined.

Eatwell Guide

A guide which shows the different food groups and the proportions they should be eaten in.

Tier 2 vocabulary

Definition

5-A-Day

A Government scheme to encourage eating more fruit and vegetables.

Safety

Working in a way to avoid injury or danger.

Hygiene

Keeping yourself, equipment & food clean

Peeling / Chopping / Slicing

Methods of preparing some fruit and vegetables.

Equipment

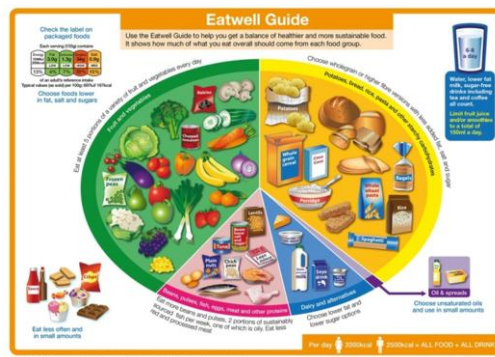
The necessary tools for a particular purpose

Measuring / weighing

Accurately preparing the correct amount of ingredients / liquids for a recipe

Section 2: New Knowledge/Skills

Eatwell guide



Claw grip



Bridge

Knife safety

Choose the appropriate sized knife for the job
Always chop down onto a chopping board (red chopping board for raw meat)

Make sure that the chopping board is not overhanging the table and is on a flat surface

Carry knives pointing down to the side

Wear sensible shoes which cover your whole foot (no open toes or heels).

Never leave sharp knives unattended in a sink of soapy water.

Store knives in a knife block

Make sure the knife and your hands are clean and dry

Never try to catch a falling knife

Remember to use the bridge and claw grip and keep flat sides down

Section 3: Other subject specific things

Useful Abbreviations:

- tsp = teaspoon (5ml)
- tbs = tablespoon (15ml)
- g = grams
- ml = millilitres
- l = litres

For measuring flour / sugar
1 flat tablespoon = 15g
1 rounded tablespoon = 25g

SEASONAL FOODS Foods which are grown and ready-to-eat at different times of the year. (Spring, Summer, Autumn and Winter).

Spring	Summer	Autumn	Winter
Asparagus	Beetroot	Field Mushrooms	Brussels Sprouts
Carrots	Broad beans	Lettuce	Cabbage
Cauliflower	Carrots	Marrow	Carrots
Celeriac	Cauliflowers	Potatoes	Cauliflower
Cucumbers	Courgettes	Pumpkin	Celeriac
Curly Kale	Cucumber	Rocket	Curly Kale
Purple sprouting broccoli	Fennel	Squashes	Fennel
Savoy Cabbage	Fresh Peas	Sweetcorn	Leeks
Spring Greens	Garlic	Watercress	Parsnip
Spring Onions	Green beans		Potatoes
Watercress	Salad & salad leaves	Apples	Red Cabbage
	New Potatoes	Blackberries	Swede
Rhubarb	Radishes	Damsons	Turnip
Gooseberries	Salad onions	Elderberries	
	Tomatoes	Pears	Apples
	Watercress	Plums	Pears
	Blueberries		
	Currants		
	Plums		
	Raspberries		
	Strawberries		

Hygiene

In order to keep everything clean and safe in the Food rooms we need to follow hygiene rules. These are to prevent the spread of harmful bacteria which can cause food poisoning
Remember the 4Cs

FOOD SAFETY



Bacteria grow really rapidly at room temperature and body temperature.
Remember to store perishable food in the refrigerator between 1-5°C

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Needle	A thin piece of metal with a point at one end and an 'eye' at the other that the thread passes through. Used to sew.
Stitch	Thread passes through the fabric to keep it together
Pin	A thin piece of metal with a point at one end and a colourful bead at the other. Used to hold fabric together temporarily
Thread	A piece of spun polyester to sew with
Seam allowance	The distance from the edge of the fabric to the stitching line that joins the fabric together.
Cotton	A natural fibre that comes from the cotton plant.
Tacking	A temporary stitch to hold fabric together whilst you sew on the sewing machine.
Quick Unpick	A sharp pointed tool that is used to remove unwanted stitches.
Freezer Paper	A paper with a thin coating of plastic that will stick to fabric when ironed. Used to make stencils

Tier 2 vocabulary

Tier 2 vocabulary	Definition
Natural	Comes from nature, a plant or animal.
Stencil	A thin sheet of card, plastic, or metal with a pattern or letters cut out of it, used to produce the cut design on the surface below by the application of ink or paint through the holes.

Section 2: Skills

Stencil

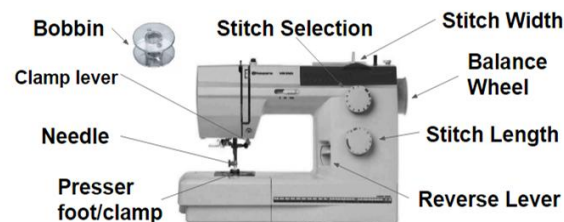
Stencils are used to put designs onto fabric. They allow you to make detailed, neat images. The freezer paper masks of certain areas of the fabric to stop paint getting to those areas. This keeps the paint exactly where you want it! The stencil design is cut by a craft knife. You must make sure you use this carefully as it is very sharp.

These two images show good examples of what the stencil might look like. The paint goes through the holes in the stencil onto the fabric beneath.



Manufacturing Steps

1. Pin, tack and sew the outside of the banner
2. Fold the top edge over to make the casing. Pin, tack & machine sew in place.
3. Remove the tacking stitches with the unpicker
4. Design your stencil
5. Cut out your stencil using a craft knife and cutting mat
6. Iron the stencil onto your banner
7. Using a sponge to apply fabric paint to the stencil
8. Leave to dry then remove the stencil
9. Iron the fabric paint design to fix it into the fibres of the fabric.
10. Add the wooden banner holder and a wool hanger.



Section 3: Knowledge

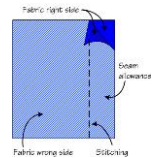
Cotton

Your banner is made from cotton. Cotton is the most widely used textile fibre in the world. It is harvested from cotton plants. Cotton plants grow in hot climates such as India and the USA. **Properties** of cotton are that it is strong, absorbent and easy to sew with. However, it creases easily and can shrink when washed.

Seam Allowance

A seam allowance of 1.5cm is added around the edge of fabric pieces that are going to be sewn together.

This is the gap between the edge of the fabric and the sewn seam. If we sewed right on the edge of the fabric the stitching would come undone as the fabric started to fray. This would result in products that would fall apart because the seams are not sturdy enough.



Sewing Safely

Follow these steps to ensure accurate and safe sewing:

1. Pin the fabric in place
2. Tack through all layers of the fabric, removing the pins as you go
3. Machine sew over the tacking
4. Use the quick unpick to remove the tacking stitches.

Machine Setting for Straight Stitch

The sewing machine can be adjusted to produce many different stitch patterns. This is done by adjusting the 3 dials on the right hand side of the machine. There is also a key printed on the machine to show you what each of the stitches look like.

You are going to use STRAIGHT STITCH for this project. Here are the settings you will need:

Stitch Width: 2.5
Stitch Selection: 1
Stitch Length: 2.5

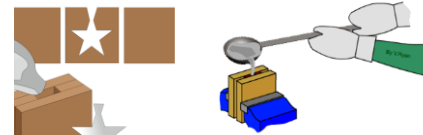
Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Task Analysis	Investigating the topic being studied by breaking it down in the different possible focal points
Orthographic	A style of 3D drawing shown in 3 different views
Isometric	A style of drawing using 30 degree angles
Timber	A wooden beam in the frame of a house, boat, etc.
Hardwoods	The wood from a broadleaved tree (such as oak, ash, or beech) as distinguished from that of conifers
Softwoods	The wood from a conifer (such as pine, fir, or spruce) as distinguished from that of broadleaved trees
Man-made wood/ board	They are usually composed of natural woods and resin, which binds them together. This forms wood such as Ply
PPE	Personal protective equipment used in the workshop
Tri-Square	A tool for measuring or marking out accurate right angles
Pillar Drill	versatile machines that can be used on a wide range of materials where single hole drilling is required.
Disc sander	A machine to help sand down work to a correct measure or creating a smooth finish
Steel Rule	A tool to help measure accurately
Tenon Saw	A tool for cutting different types of wood by using a forwards and backwards movement
Hand File	A tool used to remove fine amounts of material from a workpiece. It is common in woodworking, metalworking
PVA adhesive	Polyvinyl acetate, commonly known as wood glue

Tier 3 vocabulary	Definition
Grain	The lines along the wood that create the decorative look
Annual Rings	Circular rings that indicate the age of the tree
Knot	Small dark circles where a branch once grew
Warping	When wood has twisted in different directions
Splitting	When ends of wood have dried too quickly and split
Cupping	When a plank of wood curves towards the centre
Pewter	Shiny silver coloured alloy metal which has a low melting point, non toxic, food safe, and malleable
Pewter Casting	The process of heating pewter until it melts, then pouring it into a mould to create a new shape

Section 2 Skills






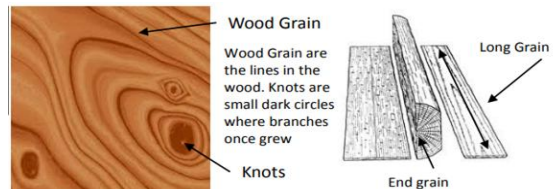

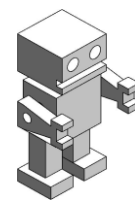
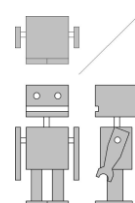
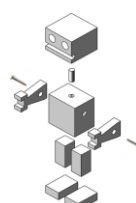
Laser Cutting – Design and cut a pewter vesting mould



Pewter Casting – Cast a small metal token



Use standard workshop tools and equipment to make the wooden robot

Section 3 Knowledge																	
Wood types <table border="0"> <tr> <td>Oak</td><td>Medium-Density</td><td>Redwood</td></tr> <tr> <td>Beech</td><td>Density -</td><td>Cedar</td></tr> <tr> <td>Mahogany</td><td>Fibreboard</td><td>Pine</td></tr> <tr> <td>Teak</td><td>Plywood</td><td>Spruce</td></tr> <tr> <td>Balsa</td><td>Chipboard</td><td>Fir</td></tr> </table>			Oak	Medium-Density	Redwood	Beech	Density -	Cedar	Mahogany	Fibreboard	Pine	Teak	Plywood	Spruce	Balsa	Chipboard	Fir
Oak	Medium-Density	Redwood															
Beech	Density -	Cedar															
Mahogany	Fibreboard	Pine															
Teak	Plywood	Spruce															
Balsa	Chipboard	Fir															
Properties of woods: Strength, toughness, hard wearing, colourful and interesting appearance, grains, density, good shock absorbency.																	
There are 3 main categories of wood: Hard woods, Soft woods and man-made boards.																	
 Hardwood trees take a long time to grow.	 Softwood trees grow quickly.	 Manufactured Boards are made and NOT grown.															
Wood Grain  <p>Wood Grain are the lines in the wood. Knots are small dark circles where branches once grew</p> <p>Long Grain</p> <p>End grain</p> <p>Knots</p>																	
 <p>Medium Density Fibreboard (aka MDF) is made from wood fibres and glue which have been mixed together and compressed into large sheets</p>																	
Drawing Styles: Isometric Orthographic Projection Exploded View																	
																	

Section 1: Key Vocabulary

Vocabulary	Definition
Curious	Interested in learning about people or things around you
Involved	To take part in or become involved in an activity
Respectful	Politeness, honour, and care shown towards someone or something that is considered important
Kind	Generous, helpful, and thinking about other people's feelings
Resilient	An ability to recover from or adjust easily to change
Brave	Having or showing mental or moral strength to face danger, fear, or difficulty : having or showing courage
Confident	Being certain of your abilities
Proud	Feeling pleasure and satisfaction because you or people connected with you have done or got something good

BE THE BEST VERSION OF YOURSELF

Being the best version of yourself in Belper school means showing respect to teachers, students, and school rules. It also involves being kind, curious and resilient. Remember, everyone has strengths and areas they can improve on. By working hard and staying positive, you can strive to be the best version of yourself every day!

What are our Be Belper values and expectations within our school and wider community?

BE CURIOUS

Curiosity is when you have a strong desire to know or learn something. In Belper school, being curious means asking questions, exploring new ideas, and seeking answers. It helps you understand the world around you and makes learning more exciting and engaging.

BE RESPECTFUL

Respect is essential in Belper school as it creates a positive learning environment. It shows consideration for others' feelings and opinions, fostering a sense of community and cooperation. Respect helps to promote an atmosphere where everyone feels valued and safe. By respecting teachers, students, and school property, students contribute to a respectful school culture that enhances their overall development and well-being.

BE RESILIENT

Resilience is the ability to bounce back from challenges and setbacks. In Belper school, being resilient means staying positive, persevering through difficulties, and learning from mistakes. It's important because it helps us cope with stress, improve our problem-solving skills, and achieve our goals.

BE CONFIDENT

Confidence in Belper school means believing in your abilities and being comfortable in your own skin. You can show confidence by speaking up in class, asking questions, and participating in activities with enthusiasm. Confident students are not afraid to make mistakes and learn from them, they believe in themselves and their potential to succeed in their studies and interactions with others.

What are our Be Belper values and expectations within our school and wider community?

BE INVOLVED

Getting involved in Belper school means actively participating in school activities such as clubs, sports teams, and student councils. It also involves helping out in the school community, attending events, and supporting fellow students.

BE KIND

Being kind in Belper school is crucial for creating a positive and supportive environment where everyone feels valued and respected. Kindness helps to build strong relationships, improve teamwork, and enhance overall well-being. In Belper school, kindness promotes inclusivity, reduces bullying, and fosters a culture of empathy and compassion amongst students and staff members.

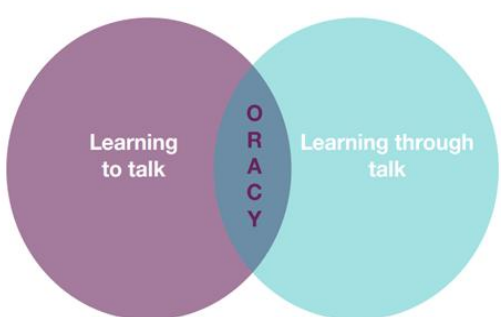
BE BRAVE





Being brave in Belper school means facing challenges, standing up for yourself and others, and trying new things. It can be speaking out in class, standing up to bullies, or taking on difficult tasks with confidence. Showing bravery can help you grow as a person and earn respect from others. In school, being brave is about being courageous in different situations.

BE PROUD

Showing pride in Belper school means being a positive representative of the school community. This includes following school rules, participating in activities, supporting classmates, and taking care of the school environment, one way of doing this is by picking up any litter if you see any.

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Register	A variety of language determined by formality, vocabulary, pronunciation and syntax.
Turn taking	The coordinated way participants alternate speaking roles, ensuring that one person speaks while others listen, and then the speaking role transitions to someone else
Articulate	The ability to express oneself clearly and effectively, or to pronounce words clearly.
Rhetoric	The art of using language effectively, especially in persuasive speaking or writing.
Tier 2 vocabulary	
Instigate	Present an idea or open up a new line of enquiry
Probe	Dig deeper, ask for evidence or justification of ideas
Challenge	Disagree or present an alternative argument
Clarify	Asking questions to make things clearer and check your understanding
Summarise	Identify and recap the main ideas
Build	Develop, add to or elaborate on an idea

Section 2: The 4 Strands of Oracy You Will Cover
Physical
This is how you use your voice and body Language to communicate and can include the pace or tempo of how you talk, the tone of voice, voice projection, posture, facial expression and eye contact.
Linguistic
This how you use appropriate vocabulary choices, register, grammar, and rhetorical techniques such as questions and humour.
Cognitive
This is about the choice of content you select to present meaning to an audience. It is about how you structure and organise your talk to engage your audience. Added to that it is seeking clarification through questioning, while maintaining focus and managing time.
Social and Emotional
This is about working with others, guiding or managing interactions through turn-taking. It is about listening actively and responding appropriately. Added to that it is about confidence in speaking, self assurance and being aware of what your audience may or may not know.


Section 3: Student agreement for oracy
In order for all students to get the most from oracy lessons and activities we should always:
<ul style="list-style-type: none"> • Be respectful at all times • Be supportive of others • Consider how what you say may impact others around you • If you disagree, make sure you do so with respect • Actively listen • Observe the rules of turn taking • Be curious • Be confident to have your opinion heard
Types of talk
Exploratory talk  <p>A type of talk where participants critically and constructively engage with each other's ideas, often involving questioning and reasoning.</p>
Presentational talk  <p>Includes speeches, presentations, and other forms of one-way communication.</p>
Debate Talk  <p>A structured discussion with opposing viewpoints, aiming to persuade an audience or reach a conclusion.</p>
Instructional Talk  <p>Used to teach or explain something, often involving a teacher or expert imparting knowledge or skills.</p>

Section 3: Talking Roles You Will Take:

Instigator



The person who starts the discussion might say:

‘I would like to start by saying...’

‘I think the first thing we should consider is...’

‘To begin with let’s talk about...’

Builder



The person who build or develops, adds to or runs with an idea might say:

‘I agree and I would like to add...’

‘Linking to your point I would suggest...’

‘Building on that idea...’

Challenger



The person who disagrees or presents an alternative argument might say:

‘That is true but have you considered...’

‘I respect your viewpoint but what about...’

‘I hear what you are saying but ...’

Clarifier



The person who clarifies makes things clearer and simplifies ideas by asking questions might say:

‘What do you mean when you say...’

‘Could you tell me more about that...’

‘Does that mean that...’

Prober



This person digs deeper into the argument, asks for evidence or justification of ideas might say:

‘What evidence do you have to support that?’

‘How does that support your argument?’

‘How did you come to that conclusion?’

Summariser



This person presents reflections on the discussion and may offer a conclusion or balanced assessment of the main point and may say:

“Overall, the main points covered were...”

‘In summary...’

‘To round up what has been discussed...’

The Writing Process

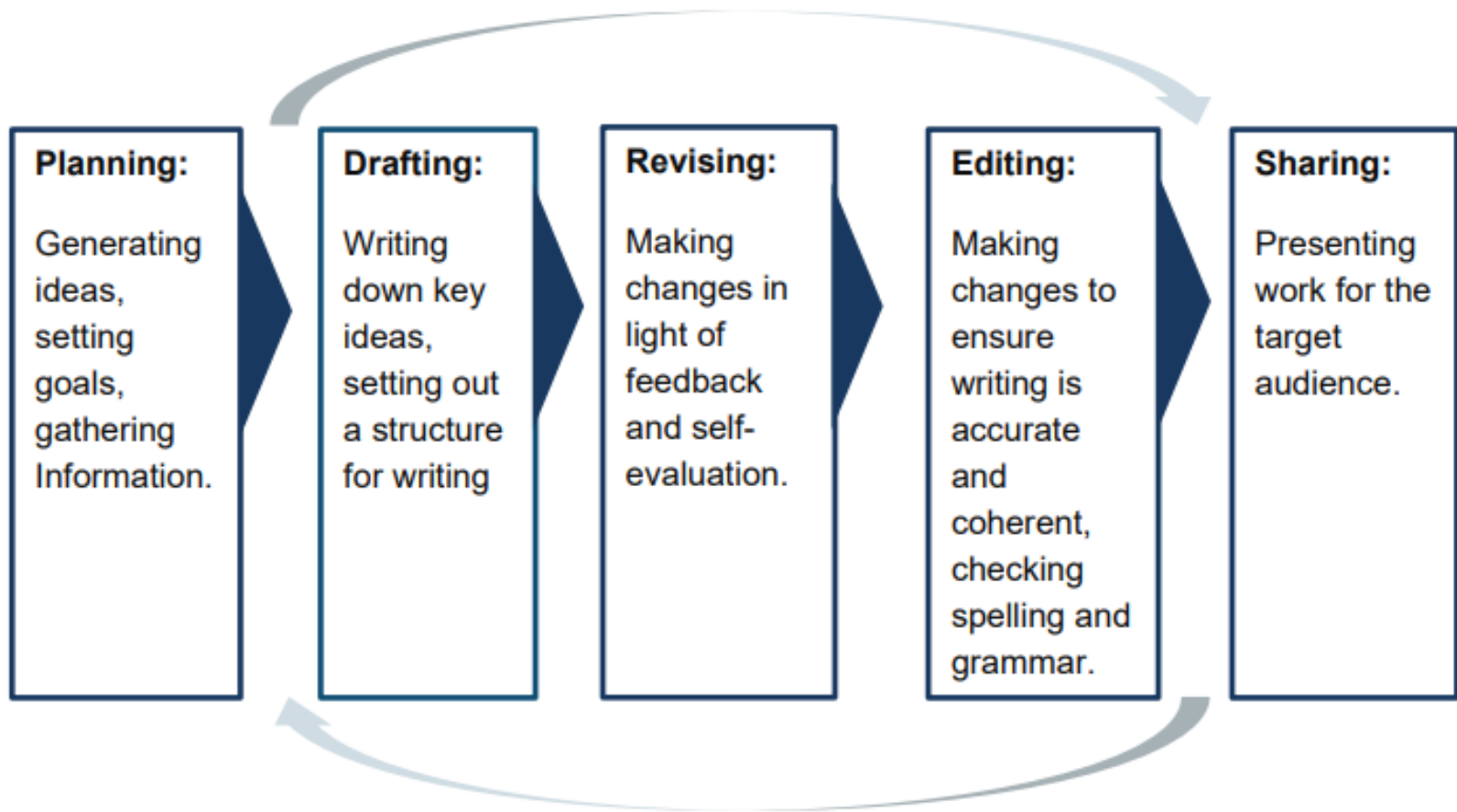
When we don't take the time to plan, revise, or edit, our writing can suffer—just like rushing a recipe without reading the instructions. But when we follow the writing process, it helps us:

Think more clearly

Organise our thoughts

Spot mistakes

Write with purpose



Strong writing doesn't happen by accident—it comes from thinking, crafting, and shaping your ideas over time. **Writing is thinking made visible.** The more we follow the process, the more confident and skilled we become.

Extra-Curricular Clubs - Lunch

Monday	Tuesday	Wednesday	Thursday	Friday
Book club with Sarah (library)	Drama club with Sarah (drama studio)	Art club with Lucy (art area)	Technical Theatre club with Sarah (drama studio)	Year 7, 8 & 9 Table tennis club with Mary
Year 7 Music club with Phil (music rooms)	Knitting and crochet club with Emma (S9)	Belper Wind Band with Anna (music rooms)	Wellbeing club with Sophie (English area)	
Warhammer and Tabletop Games Hobby club with Richard (art area)	Modern Foreign Languages club with Sarah (L5)	Anti-bullying Ambassadors (week 1) with John	Wellbeing Ambassadors (week 1) with Sophie (English area)	
Year 10/11 Table tennis and badminton club with Tom	Chess with Dan (M2)	Student Leadership Group (week 2) with John	Year 7 & 8 Games club with Emma (library)	
	Year 11 Inter-tutor football competition with James and Matt (3G)	Year 8 Dodgeball competition with Tom	Belper Choir with Anna (music rooms)	
		Model Railway Club with Phill (T2)	Year 7 Multi-sports club with Matt	
		Textiles Club with Sarah (T1)		

BE INVOLVED



Extra-Curricular Clubs – After School

Monday	Tuesday	Wednesday	Thursday	Friday
Show rehearsals with Anna & Sarah (stage and main hall)	KS4 & 5 Art with Lucy (art area)	Show rehearsals with Anna & Sarah (stage and main hall)		KS4, 5 and Staff Friday Sports Club with Matt, James, Tom & Leanne
Music Club with Phil (music rooms)	Year 9 Inter-tutor Basketball competition with James	Film Club with Becky (for students in Yr8 or above) (E6)		
Year 7, 8 & 9 Football club with Matt, James & Tom		Pride Club with Karen (T5)		
Year 9,10 & 12 Sports Leaders Events		Year 9 'Your Time' Leadership Programme with Rebecca and Matt		
Robot Club with Sarah (T1)				

BE INVOLVED



2 Black or
Blue Pens



1 Coloured
Pen



2 Pencils



Eraser



Pencil Sharpener



Ruler



Scientific Calculator

